

# Job Specification

## Apprenticeship Practitioner – IT

### Apprenticeship Team - Business

<b>Responsible to:</b>	Apprenticeship Business Operations Manager
<b>Responsible for:</b>	Apprenticeship Practitioner – IT
<b>Grade of post:</b>	Grade 6 – Grade 9 SP 23-34
<b>Hours of work:</b>	18.5 hours
<b>Work location:</b>	Across all sites and online as blended learning
<b>Code:</b>	HR2122-142B

#### Job Purpose:

As part of our Apprenticeship Team for Business, IT and Digital you will be working with a number of employers to develop bespoke training/apprenticeship programs within College and out in the workplace.

You will possess an excellent knowledge of the IT / Digital Industry and be able to plan and use a range of effective and appropriate teaching and learning techniques in both classroom and workshop situations for apprenticeship standards across the sector including but not limited to Information Communication Technician, Network Engineer, IT Solutions Technician and Software Developer. Being a technical expert and “go to” person for systems support.

To train, develop, support and assess apprentices working within the IT / Digital environment across a range of disciplines and levels. This will include new standards and higher apprenticeships. Responsible for a classroom delivery and a caseload of training in the workplace, ensuring timely achievement of all qualifications.

#### Key Duties & Responsibilities

1. Provide induction, initial assessment to learners within IT & Digital learning Apprenticeships.
2. Acting as an ambassador for South Staffordshire College with employers establishing the appropriate apprentice pathway and level. Participating in the enrolment of the apprentice, including assisting the employer in recruitment if required.
3. Teach, Train, Coach and Mentor towards successful timely completion and in preparation for end point assessment.
4. Working with Awarding Bodies such as Highfields, City and Guilds, Pearson from level 2 through to Degree level.
5. Assessing apprentices in College and their workplace always utilizing the e-portfolio to record and monitor progress and activity.

6. Supporting the delivery of “Step in to Digital” which is a short course (over 6 weeks) to introduce individuals to foundation level digital skills.

## Other Duties and Responsibilities

1. To carry out all duties in accordance with the College's Health and Safety, Safeguarding & Equality & Diversity policies and procedures, practices, and procedures.
2. To carry out any other duties as directed by your Line Manager.

## Safeguarding

The College considers that the job holder for this role should have a DBS Enhanced with Child Workforce disclosure.

## Duties and responsibilities of the role:

<p>Communication – Oral and written</p>	<ul style="list-style-type: none"> <li>• Excellent and effective communication skills are required to successfully drive curriculum planning and employer business cases.</li> <li>• Providing timely feedback, recorded through e-portfolio.</li> <li>• Co-ordinating activity between apprentices, employers, IQA's, awarding bodies, exams department and teaching staff.</li> <li>• Conducting apprentice reviews at regular intervals to ensure progress is being made towards qualification criteria, knowledge, skills, and behaviors.</li> <li>• Manage appropriate registrations and certification, ensuring employer input in line with expected organisational frequency.</li> <li>• Carrying out all associated administration relevant to the role to include self-assessment.</li> </ul>
<p>Teamwork &amp; Motivation – internal or external, can be fixed, matrix, project groups</p>	<ul style="list-style-type: none"> <li>• Working within the team and having the ability to work on projects and support curriculum plan in year and for subsequent years.</li> <li>• Attending and participating in standardisation, team meetings and performance meetings as well as CPD activities relevant to the role.</li> </ul>
<p>Liaison &amp; Networking – Liaison is making and maintaining individual work-related contacts; network is interconnecting group of people (internal and/or external)</p>	<ul style="list-style-type: none"> <li>• Networking with essential partners, employers, key stakeholder, and parents in order to grow curriculum and ensure all learners reach their potential.</li> <li>• Participating in advice and marketing events to promote apprenticeships and the wider employer offer in addition to seeking further opportunities to maintain caseload.</li> </ul> <p>In accordance with the College's sales strategy, follow up all leads, maximize repeat business with existing employers, endeavoring to optimize individual caseloads as well as increasing wider college participation as appropriate to individual businesses.</p>

	<ul style="list-style-type: none"> <li>Negotiating employer offers within college guidelines in conjunction with Business Solutions.</li> </ul>
Service Delivery – customer is anyone receiving services	<ul style="list-style-type: none"> <li>Ensure that service level agreements with key stakeholders and partners are scrutinised and key dates met.</li> <li>Endeavouring to maximize apprentice outcomes against end dates, including liaising with the IQA and Functional skills coordinator (if applicable)</li> <li>Where formal qualifications are not part of an apprenticeship, coaching and mentoring the apprentice to ensure progress against the standards are maintained in preparation for end test assessment.</li> </ul>
Decision Making – relates to finance, physical resources, students, staff, and policy	<ul style="list-style-type: none"> <li>Ensure that the colleges best needs are met when purchasing equipment and services and that the correct process is followed.</li> </ul>
Planning & Organising – financial, capital and people	<ul style="list-style-type: none"> <li>Taking part, with guidance from curriculum manager and Director of Faculty, in capital bid and business case processes, bids and planning equipment/programmes needs for new curriculum.</li> </ul>
Initiative & Problem Solving – identifying actual/potential problems, considering/devising solutions, implementing. Consider acting within given boundaries.	<ul style="list-style-type: none"> <li>Be able to identify problems and provide solutions, particularly where employers and students are affected.</li> </ul>
Investigation & Analysis – includes research	<ul style="list-style-type: none"> <li>Investigate different requirements from employers and use to adapt and improve the curriculum offer</li> </ul>
Sensory & Physical Demands – uses senses singly or in combination and use of physical skills/ effort	<ul style="list-style-type: none"> <li>Ensure that work environments are fit for purpose, welcoming and encourage learners to develop their skills and reach their potential</li> </ul>
Work Environment – conditions under which they work. Risk/H&S	<ul style="list-style-type: none"> <li>Ensure that all work areas are compliant with health and safety rules. To ensure the safety of learners at all time and ensure that all your learners use safety equipment and Personal Protective Equipment (PPE) provided for specific tasks or working area.</li> <li>Conducting health and safety risk assessments with employers.</li> </ul>
Pastoral Care & Welfare – physical, mental health & wellbeing	<ul style="list-style-type: none"> <li>To support students in developing their personal, social and employability skills, where appropriate.</li> <li>South Staffordshire College actively promotes a ‘safeguarding staff, children and vulnerable adult’ culture. As such employees are expected to carry out their role and responsibility in relation to a child’s or vulnerable adults’ welfare and the welfare of their colleagues.</li> </ul>

Team Development – coaching, development of team (not others)	<ul style="list-style-type: none"> <li>To work as an active part of a team(s) ensuring quality is maintained through engaging with the programme and employer teams.</li> </ul>
Teaching & Learning - Support all types of teaching and learning support outside of immediate wok team	<ul style="list-style-type: none"> <li>To keep up to date with subject specialisms, awarding body requirements and act upon changes with support from the College for your job role</li> <li>Embedding functional skills where appropriate.</li> <li>Where formal qualifications are not part of an apprenticeship, coaching and mentoring the apprentice to ensure progress against the standards are maintained in preparation for end test assessment.</li> <li>Supporting the college by participating in exam invigilation as and when required.</li> <li>Work positively to suggest and deliver quality improvements for your area. Engage with all quality improvements agreed for implementation from both internal and external sources.</li> </ul>
Knowledge & Experience – knowledge acquired through education/ qualifications and experience	<ul style="list-style-type: none"> <li>To keep industrial skills up to date for your job role.</li> <li>Employees are expected to access child protection and PREVENT training in accordance with their role and be aware of who to contact and what action to take if there are concerns regarding the welfare of its apprentices or staff, including apprentices aged 16 - 18. We are committed to ensuring that all employees are supported in respect to their safeguarding children, vulnerable adult and PREVENT duties.</li> <li>Work flexibly, undertake training and development, and undertake such other tasks as may be required or directed from time to time to meet the needs of the College.</li> </ul>

### PERSON SPECIFICATION

<b>Education/Qualifications</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
Sector related qualification equivalent to level 3 or higher	*	*	*
<ul style="list-style-type: none"> <li>IT / Networking</li> <li>Management</li> </ul>			
Level 2 English and math's qualification to facilitate embedding practice or willing to work towards within the first year of employment.			
Teacher training qualification			
QCF NVQ Level 3 Assessor Certificate in Assessing Vocational Achievement (or equivalent)			
<i>Desirable:</i>			
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (or equivalent)		*	*

Coaching and Mentoring qualification			
A keen interest in flexible and distance learning delivery systems			
<b>Experience and Technical Skills</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
The ability to work as a member of a team. Excellent computer knowledge and capability. Ability to embed functional skills. The ability to organise own workload. Communicate effectively at all levels to include apprentices, colleagues, and employers. Experience of progressing learners to End Point Assessment through effective training plans & supportive workshops. Accurate report writing and record keeping.	*	*	*
Minimum of 5 years occupational experience. Demonstrable experience of promoting equality and diversity.			
<i>Desirable:</i>			
Experience of selling/marketing. Experience of tracking / monitoring through the use of electronic portfolio systems. Flexibility, adaptability, and the ability to act upon your own initiative Management experience.		*	*
<b>Personal/Behavioral Attributes</b>			
<i>Essential:</i>	<b>S/L</b>	<b>I</b>	<b>A</b>
Ability to form and maintain appropriate relationships and personal boundaries in an environment with children and young people. Emotional resilience in working with challenging behaviours. Enhanced DBS Clearance.	*	*	*
<ul style="list-style-type: none"> <li>• Motivation to work in an environment with children and young people.</li> <li>• Willingness to use authority and maintain discipline in an educational environment.</li> </ul>			
<b>Other Requirements</b>	<b>S/L</b>	<b>I</b>	<b>A</b>
<i>Essential:</i>	*	*	*
A commitment to ensuring the safeguarding and welfare of children and vulnerable adults at South Staffordshire College.			
Flexible working to accommodate training outside of traditional terms times and days with suitable notice.			
<b>Safety Critical Role</b>	<b>S/L</b>	<b>I</b>	<b>A</b>
<ul style="list-style-type: none"> <li>• Clean enhanced DBS Record</li> <li>• Full driving license and access to a vehicle</li> <li>• Able to travel between sites timely.</li> </ul>	*	*	*

S/L = Short Listing    I= Interview    A=Assessment